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ABSTRACT

Highlights from the Bureau of Indian Affairs' (BIA) fourth quarterly conference of Chief Area Education Officers (July, 1975) are briefly described in this report. Included in the report are: (1) a list of participants; (2) "The Year Ahead--'76", an address Dr. Clennon Sockey, Director of Indian Education Programs; (3) eleven BIA Area Office reports; and (4) Appendices. The Appendices include: (1) Evaluation Chief Area Education Officers' Conferences, Fiscal Year 1975 (Secretarial Objective on School Management Options); National American Indian Women's Association Report; Career Development; Budget and Personnel Ceilings; Accountability Objective; Enrollment Trends in Off Reservation Boarding Schools; School Facilities Objectives; School Construction Standards; Community Facilities and School Construction; Review and Interpretation of Revised Johnson-O'Malley (JOM) Regulations; Review of Proposed Manual to Accompany Revised JOM Regulations; JOM Contracting Procedures; Auditing, Monitoring, Reporting of JOM Programs; Indian Self Determination and Educational Assistance Act; and Student Rights and Responsibilities); (2) Albuquerque Indian School Functional Statement Chart; (3) Title VI Public Law 93-380 Compliance; (4) Fiscal Year 1976 Departmental Objectives; (5) BIA Manual; (6) School Construction Priorities; (7) Tribal Resolution, Pauma Band of Mission Indians. (JC)

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BIA CHIEF AREA OFFICE EDUCATION OFFICERS' QUARTERLY CONFERENCE

HELD AT

SACRAMENTO, CALIFORNIA

JULY 21-24, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

The fourth quarterly conference of the Chief Area Education Officers was held in Sacramento, California on July 22-24, 1975. Mr. William Finale, Area Director, Sacramento Area Office extended a warm welcome to all of the participants. During his welcoming address, Mr. Finale briefly explained the operations of the Sacramento Area Office, including the three agencies encompassing 77 reservations. This office serves Indian people in a geographical area from Oregon to Mexico. Mr. Finale described the pilot project in Career Development located at Round Valley and invited the participants to visit the site.

Each topic submitted for the agenda for this conference was discussed extensively. The participants expressed special concern about JOM funding and how it would affect programs at the local level.

The highlights of this meeting are presented in this 7-part report. It is hoped that the information contained herein will be helpful to each of the participants.

It will be seen that some Area Office Reports are longer than others. This situation lies with the conference recording system more than with what was reported. So, what is reported does not necessarily reflect the session. What is needed is for each Area Office to submit a brief formal written report for the specific purpose of being inserted in the conference report. Without this from the Area Office, it is possible there will be inadequacies in the conference report.

In conclusion, a special "Thank You" is extended to the personnel of the Sacramento Area Office for their gracious hospitality while hosting this conference.

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Participants at Sacramento Conference

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Dr. William J. Benham, Administrator, I.E.R.C., Albuquerque, New Mexico
Dr. Henry Rosenbluth, Acting Deputy Administrator, I.E.R.C., Albuquerque, New Mexico
Dr. Thomas R. Hopkins, Chief, Division of Evaluation, Research, and Development, I.E.R.C., Albuquerque, New Mexico
Dr. Robert Hall, Chief, Division of Continuing Education, I.E.R.C., Albuquerque, New Mexico
Mr. John Carmody, Chief, Division of School Facilities, I.E.R.C., Albuquerque, New Mexico
Mr. Charles Richmond, Education Specialist (JOM), I.E.R.C. Albuquerque, New Mexico
Mr. Jon Wade, Chief, Division of Educational Assistance, I.E.R.C., Albuquerque, New Mexico
Mr. Don Morrow, Chief, Division of Audio-Visual Services, Brigham City, Utah
Mr. Paul Sward, Education Specialist, I.E.R.C., Division of Evaluation, Research, and Development, Albuquerque, New Mexico
Mr. Ed Marich, Acting Chief, Division of Internal Services, Washington, D.C.
Mr. William Finale, Area Director, Sacramento Area Office
Mr. Dennis Fox, Acting Assistant Area Director (Education) Aberdeen Area Office
Dr. Juanita Cata, Assistant Area Director, Albuquerque Area Office
Mr. Dan Sahmaunt, Assistant Area Director, Anadarko Area Office
Mr. Carl Vance, Assistant Area Director, Billings Area Office
Mr. Emil Kowalczyk, Assistant Area Director, Juneau Area Office
Mr. Paul Melchior, Assistant Area Director, Minneapolis Area Office
Mr. Ed Moore, Assistant Area Director, Muskogee Area Office
Mr. Abe Tucker, Assistant Area Director, Navajo Area Office
Mr. Ray Sorensen, Assistant Area Director, Phoenix Area Office
Dr. Roy Stern, Assistant Area Director, Portland Area Office
Dr. Louise Miller, Assistant Area Director, Sacramento Area Office
Mr. Jim Freelon, Assistant Area Director, Eastern Area Office

Observers:

Mr. David Harrison, Commissioner's Staff, Washington, D. C.
Ms. Tanna Beebe, Information Office, BIA, Washington, D. C.
Mr. Lynn English, Information Office, BIA, Washington, D. C.

THE YEAR AHEAD - '76

Dr. Clennon E. Sockey
Director, Office of Indian Education Programs
Washington, D. C.

Opening Remarks to the Sacramento Conference

It's again a pleasure to be here with you at our quarterly leadership conference. I would like to begin by expressing to you my appreciation for the high quality of participation which you have shown at our Leadership Conferences during my first year as Director of Indian Education. I believe that Education, as an activity in the Bureau of Indian Affairs has a strong and viable leadership function that can be directly related to our quarterly conferences.

The Central Office staff has worked hard since our last conference to follow up and to provide an Annual Report of the quarterly conferences. I have reviewed the Annual Report and believe that it is fitting to start the year ahead by reciting some of the positive accomplishments in BIA Education Programs which have been made during the past year.

One of the most impressive accomplishments relates directly to the children/youth enrolled in Bureau schools. The outstanding mathematics program from the Phoenix Indian High School that was shown at one of our meetings is a form of educational excellence that I have stressed throughout the year and will continue to stress.

It was a pleasure to participate in the Educational Fairs that were provided by the Phoenix and Albuquerque Area Offices. These outstanding activities allowed both the Indian and non-Indian communities to view

excellence in education that is being provided to Indian children and youth. The activities shown at the fairs all emphasize individual instruction and achievement of the student. We can do no better than to focus our efforts and our professional skills upon the individual child and certainly there is ample proof that our Education staffs are doing this.

One of the first challenges provided me as Director of Indian Education concerned the Institute of American Indian Arts. Happily, during the year, IAIA was awarded a Charter from the Commissioner of Indian Affairs to conduct a high school program for the 11th and 12th Grades and a Junior College Program culminating with an Associate of Arts Degree in the Arts. IAIA's Charter ushers in a new era in Indian Education and one which all concerned may be justly proud.

I have been impressed with the excellence of the staff training programs that have been developed on a Bureauwide basis. I would like to make special note of the nigh quality of the Muskogee Area Office program. There has been continuity of quality and content in the Muskogee program and their efforts are something of which we can be proud.

The Alaska Early Childhood Education Program, which is illustrated so clearly in their film, Akiachak Community Child Development, has attracted national attention. In this program we see the direct involvement of parents in the education of children. We also see a reasonable and productive form of bilingual education at the Early Childhood level. This form of excellence is providing a firm foundation for learning that we seek to establish for all children in their pre-school years.

The Bureau of Indian Affairs started in 1974-75 School Year with an unprecendented Code in Student Rights and Responsibilities. When the Supreme Court Decisions were rendered during the year, it was found that the BIA Codes were more than adequate and met all the basic requirements of the law. The rights and responsibilities of all students in Bureau schools are recognized and are being taught. Excellence in education reflects excellence in our democracy and this can be shown in no better way than in the fair and equitable requirements of our Student Rights and Responsibilities Codes.

I have been concerned about Special Education, Education of the physically and intellectually handicapped students. I was glad to see that there was leadership already in existence in the Bureau in this tremendously important field. The Navajo Area and their Special Education Program at Leupp is an example that provides the excellence in education that we are all striving for. Cooperative leadership between the Central Office and Area Offices is an established fact in the Special Education Program.

It was a pleasure for me to observe the close cooperation at all levels of operation aimed at developing and establishing priorities in new school construction. New school construction reflects a massive need in Indian education and the modern, systematic approach being taken by it is another form of excellence in education.

In looking back over the year, I set as a goal for myself, which was the development of leadership in education in BIA that was cooperative and that had the support of all the professionals and Indian patrons involved in the process. I believe that we have achieved an element of cooperation

that will provide a strong foundation on which to base the activities for the year ahead. And I would now like to discuss these with you.

One of the most significant pieces of legislation enacted by the Congress in the past 40 years is PL 93-638, "The Indian Self-Determination and Education Assistance Act." The implications of 93-638 are far reaching and while we have spent much time this past year developing rules, we will be spending the next year implementing the law. The law enhances the potential for Indian tribes to assume responsibility for Federal Education Programs. It revises the regulations and authorities in the public school assistance program and it revises construction for public schools. Though there are specific implications of the Act, its overall comprehensive nature reflects a new profile for BIA Education. PL 93-638, indeed, emphasizes the Bureau of Indian Affairs as an Agency providing technical services to Indian Tribes who run their own programs. While, at this point, I do not want to go into a detailed discussion of what this may mean for the Bureau of Indian Affairs in the future, suffice it to say that we will become less operation oriented and more technical service oriented at all levels of the BIA. Central Office staff has done some preliminary thinking on long-range implications for this type of Agency and have begun to identify basic functions that may well serve as a foundation for the future of BIA Education. Again, without going into the details, it means something quite different from the BIA of the past. These differences all focus on the BIA becoming a sensitive listener to tribal governments and providing in turn a highly competent technical service response as a result of the listening. There will be other times and other places when we begin to further develop this issue and I will leave it for those future times and places.

One thing that is upon us in the coming year will be a new role for bilingual education. Recent developments that result from Supreme Court Decisions and laws passed by the Congress indicate a necessity for action on the part of the BIA. Fortunately, we are building on an already established foundation in bilingual education. However, you should know that PL 93-380 instructs the Secretary of the Interior to conduct a needs assessment in Bilingual Education in Federal schools and in public schools. This is underway and Area Offices will be contacted relative to it.

We need to continue to go forward and re-define the school construction priority system that was implemented this past year. The first phase of the system indicates that it is an eminently workable one. The problems are remedial and by the end of the next year, we should have a unique tool that gives the BIA an information advantage that was heretofore thought of as an impossibility. Your cooperation is needed and your past cooperation is appreciated.

We will go forward this next year with a modified form of career development. Though there is no clear decision about the organization of career development, it is reasonable to assume that it will pattern past practices. Whatever form it may take organizationally, education will have a responsible role in it. I encourage you to be flexible and to focus on the positive aspects of career development. In this respect, career development should become an identifiable part of the school curriculum as well as a viable part of post high school development of the individual Indian.

We will be doing a number of things related to Student Records and Information and Enrollment Criteria in all BIA schools. This is a basic

revision of criteria and procedures that is requiring us to take an in-depth look at laws and regulations governing BIA Education. The 93rd Congress passed a number of Acts that deal with various aspects of Student Information. The Congress has also taken an interest in enrollment criteria and in information about students. With such interest all aspects of enrollment will get a thorough review and, therefore, enrollment procedures are part of it. This project is all encompassing and includes the involvement of a host of people such as BIA Education, Tribal Governments, Social Services, Law and Order, etc. Again, your cooperation has been excellent and we will do everything possible to keep you fully informed of developments.

The Presidential Objective in the past school year on School Management Options concluded by being one of the strongest in the Bureau and the Department. This could not have been accomplished without the support provided at each Area Office and in each Agency and community. I wish to personally thank you for your help and to say that this objective will be continued in the coming year.

We have developed a new thrust in Special Education to be used in the Management by Objectives program. Whatever happens to the Management by Objectives program is secondary to the emphasis that each Area should place on this highly important program. As with so many other education activities this one, too, has new laws and regulations requiring a response on the part of local education agencies. Supporting Special Education with whatever resources are available should be continued.

As you well know, we are in the midst of developing new regulations in public school assistance. We were doing this when I came into the Bureau last summer, we continued it throughout the fall, we concluded the work in December, and we opened it up again with the passage of 93-638. You have all had an involvement in it and will continue to be included. We will be striving for equitable distribution of funds and for improved accountability throughout the program.

The Bureau's basic information system on education is going into a new phase. The student enrollment system is virtually implemented. In reviewing this sub-system, I believe that, in time, you will find it to be extremely valuable to you. The next sub-system which will be worked on concerns curriculum. Very soon now, you will be receiving the report forms for the curriculum sub-system.

Also, the student record forms for the enrollment system have been cleared in relation to the various laws for the protection of individual rights. There will be certain procedures in the use of student information that all BIA educators will have to follow, but these will be minimal and they will be communicated to you.

In conclusion, it's evident that I have not included all of the things that are coming up this next year. What I have attempted to do is to stimulate your thinking so that you, as educational leaders, will identify other things that you feel are important to the year ahead. If I may borrow from the famous pitcher Satchel Page, and paraphrase his famous comment: When Satchel was asked about his pitching, he said, "he never looked back for fear someone may be gaining on him." May I say this to you. Look forward and strive with all your professional might to achieve

new programs and to assist Indian children to achieve new heights so that they may become better citizens and participate to the fullest in the lives of their tribes and their country.

AREA OFFICE PROGRESS REPORTS
Dr. William J. Benham, Session Chairman

ALBUQUERQUE AREA OFFICE REPORT
Ms. Juanita Cata Reporting

The Albuquerque Area Education Program is currently in a state of change: (A) Several key positions vacated by early retirement; (2) RIF situations created by reorganization of three school programs--

Acomita (Sky City) - expanding to K-8 enrollment. Is currently moving into new facility;

IAIA - expanded to two year high school and two year junior college program;

AIS - re-designed to meet specific needs of Albuquerque Area students. The program is designed to focus around a diagnostic center with prescriptive homeliving and academic programs. Enrollment will be limited to ages 12-18. Bordertown was dropped except for returning seniors.

II. Construction - (A) First phase planning completed for four additional replacement facilities; (B) Laguna Junior High School granted exception to withdrawal of public school policy - planning and design is proceeding; (C) San Felipe - Congressional legislation is being sponsored to fund half of the construction project. The tribe has opted to construct a facility for grades 4-8 as the first phase.

III. Early Childhood Needs Assessment - A public relations problem was encountered in this Area. It now appears to have settled down although the situation resulted in one Pueblo submitting a resolution against participating.

IV. Adult Education - Several adult education programs previously funded by HEW have received reduced funding. We have been approached for whatever aid can be given.

V. JOM - The telegram regarding suspending of contract negotiations received too late. All contracts were negotiated and are in operation.

VI. Contracting - All contracts are negotiated and in operation except for the Ramah Dormitory. Contracts include all JOM, all but two scholarship, education coordinators and three adult education programs. Also contracted with AIPC is a Title VI Proposal for conducting a needs assessment of the handicapped.

VII. Scholarships: In FY '75, we had 67 graduates and funded 1057 students (does not include summer students). In order for scholarship funds to meet Area needs, all funding of dependents of students has been dropped. Two on-campus counselors have been provided to our universities with the largest Indian student enrollments. A Freshmen Orientation Program was provided for 60 new students (7 credit hours will be earned). Administration costs of higher education contracts still remain a problem.

VIII. Federal Programs - Special education appears to be gaining support. We now have 15 special education projects funded under either Title I or Title VI. We also have the special needs assessment project which will result in an identification of our total need in this area.

ABERDEEN AREA OFFICE
Mr. Dennis Fox Reporting

Involvement of Area Office with Indian Health; Pierre Boarding School has been contracted; Higher Education - last year, one contract, this year, three contracts, probably five contracts next year; Title I programs for the school year are individualized.

ANADARKO AREA OFFICE
Mr. Daniel Sahmaunt Reporting

The Anadarko Area Office moved its offices on June 2 to the WCD Building near the Riverside High School campus. New Area Position and Employment Ceiling for FY 76:

	Occupied Permanent Positions 6/30/75	*Permanent Employment Ceiling Until 1/1/76	Permanent Employment Ceiling 6/30/76
Chilocco	103	100	91
Haskell	191	191	186
Fort Sill	56	65	63
Riverside	81	81	78
Concho	65	65	63
Horton	9	11	11
Concho Agency	26	26	25
Anadarko	39	40	40
Pawnee	21	21	20
Shawnee	19	20	20
Area Office	88	94	91
Total:	698	714	688

*Note the changing of the middle column from permanent position ceiling to permanent employment ceiling.

Riverside - Demolition of one dormitory this fiscal year 74-75. One hundred less enrollment for FY 74-75 due to demolition. Construction of two new dormitories with a capacity of 64 students beginning September 1, 1975. Estimated completion date six months. Renovation of all nine dormitory cottages programmed for summer of 76. A cutback in Title I program. Approved this year an overall estimated figure of $86,000.

School was approved for $110,000 for last school year on Title I. Possibilities of adding new amendments which would increase figure for this year on Title I.

Chilocco - Just completed summer school. Forty students total. Summer school courses offered were English I, II, III, IV; Math; Science; and Institutional cooking and baking.

Plan to implement year-round school program by January 1976. Final decision rests with approval from State board. School will consist of 11 week terms. School has initiated Upward Mobility Program on campus through Haskell. Twenty employees are enrolled in first aid, course in inter-relationships and typing.

NIEA Convention - Final plans are being made by the Oklahoma Convention Facilitating Committee to host the 7th Annual NIEA Convention at the Myriad Convention Center in Oklahoma City in November. Please notify all interested Indian people involved in the education of Indian children of the Convention and urge them to attend. Pre-registration fee is $15, on-site registration is $20. Ample exhibit spaces (10' X 10' booths) are available. Contact Jame King, NIEA Convention Exhibits, Box 164, Morris, Oklahoma 74445. The BIA has, to date, had limited involvement and is encouraged to become involved. Further information can be obtained by contacting the Oklahoma Conference Facilitating Committee whose addresses are on the posters.

Title I - Area Office - The Anadarko Area has three high schools and one grade school in the Title I program. There were 652 designated Title I students receiving remedial and developmental instruction in reading,

mathematics, and/or language arts. Most impressive in the Area programs was Concho School's Open Classroom team teaching with reading and math teachers and aides working directly with the regular program teachers. The individual and small group instruction to meet individual learning problems was commendable in Riverside's Resource Learning Center and Fort Sill's Individual Learning Center which includes a language laboratory. A reduction in funds for FY 76 will cause us to drop the language arts program and concentrate more on remedial reading and mathematics with the support of the Resource Learning Center or individualized Learning Laboratories.

JOM, Anadarko Area - The Area Office contracted with 37 public schools, three incorporated Community Indian Education Committees, and had letter agreements with two schools for a total of 41 schools in the program in Oklahoma. Two schools in Kansas are also contracted through the Horton Agency. The total Indian enrollment of the 41 schools in Oklahoma was 4,205.

Highlights of the program was a workshop for Community Indian Education Committee members and school administrators held in Norman on March 3-6 and a teacher aide training program in conjunction with Oklahoma City University. Most impressive point of the projects were the teacher aides in the elementary schools working directly with students in the classrooms under the supervision of the teacher. For FY 1976, we have received proposals from 44 schools or community Indian education committees and anticipate that this will increase to 47 or 48 before October 1.

Haskell Indian Junior College - Haskell opened bids on July 8 for construction of a kitchen/dining room hall and a learning resource center. Work is to begin this year. Plans are to remove nine existing buildings to make room for the new kitchen/dining room hall and LRC. Contract for plumbing of the showers and restrooms of Winona and O-K Hall are in the process. Renovation of dormitories are being completed; Haskell has completed plans for a safety occupational course to be offered this fall. The school has completed a survey and make recommendations for a student/staff parking area; In March or April, Haskell began gathering data for the North Central Associaition on a self-study; The summer school session enrolled 320 students. Six of the 320 students are employed. Summer school activities included: swimming, bowling, softball and skating outings. Trips are planned to visit the Worlds of Fun at Kansas City; Worlds Baseball at Kansas City and Starlight Theatre at Kansas City as well as local movies on campus and downtown; Orientation on August 25 for all new students enrolling this fall.

Concho - Concho's summer school was held June 2-27 for Grades 1-8 and for students going into the 8th grade this school year. Enrollment was limited to 125 students, Academic time was devoted to communications skills and math skills, however, summer students had periods in physical education and arts and crafts in order to maintain student's interest and to provide background for academic and social skill development. Trips were planned for the students each weekend that contributed to the academic project and skills development. Students traveled to Port Catoosa, Tahlequah Museum and the Salt Plains for an overnight camp out.

Daily activities included swimming, skating, etc., which were planned during out-of-school hours. Renovation plans include the dormitories and kitchen. New tables and chairs for the Food Service Department. New carpet being laid in the dormitories and administrative office of the Academic Office.

BILLINGS AREA OFFICE
Mr. Carl Vance Reporting

Continue JOM contracting negotiations; Northern Cheyenne contract for career development; also contract to take over JOM; contract Blackfeet dorm with Browning school district; staffing could be a problem; construction of Lame Deer and Busby in final stages; summer programs, all contracted; private school, would like to be contracted.

EASTERN AREA OFFICE
Mr. James Freelon Reporting

Two agencies, not enough money to operate program for the entire year; Higher Education underfunded, New York, 110 students with 60 new applications; JOM 4 tribes will continue.

JUNEAU AREA OFFICE
Mr. Emil Kowalczyk Reporting

Statewide issues (a) The State Legislature passed legislation dissolving the State-operated school system in rural Alaska. This system served over 125 schools under one central administration. The State will now be divided into 12 to 15 regional educational districts, each having complete control of education; public hearings will be held in September concerning the geographical boundaries as they relate to integrated socio-economically, linguistically and culturally homogenous areas. The Act is also designed to allow Bureau of Indian Affairs schools to become part

of a region under jurisdiction of a regional board, if and when people in a BIA community choose to join the regional education area. Each region will be funded under the Public School Foundation Act and will be responsible for grades K through 12; (b) the State legislature is moving rapidly toward 100% funding for basic education for all schools in Alaska. Starting July 1, the State will be picking up 92% of all basic costs. The present plan is 96% or 97% next year--100% the following year. Completion of the pipeline may have a bearing on full implementation.

Bureau Programs: (a) Continuing to emphasize meeting the special education needs of youngsters having multi-discipline exceptionalities in our elementary programs. In FY 76 we will have itinerant specialists in two of our agencies which serve 46 schools, to assist in diagnosing, evaluating and training teachers to follow up on these youngsters. The Alaska Treatment Center in Anchorage will be sending specialists in speech pathology, in learning disabilities, and in performing psychological evaluations and screening the preschool children through an early intervention program. Students in greater need with exceptionalities will be sent to the Treatment Center for remedial, medical diagnosis and treatment; (b) the education staff of the agencies and areas have worked on establishing educational goals for FY 76 relating to the Presidential Objective, Career Development Counseling Program, Early Childhood Curriculum, JOM, and research and evaluation activities. Drafts of these goals have been presented to the Area Director and to all superintendents for their reactions. (c) Three schools will be under borough management in FY 76--Barrow, Barter Island and Wainwright; (d) the State is going ahead with the development of more and more local

secondary opportunities. As a result, Wrangell Institute which has been in operation since the early 30's, was closed June 30. Wildwood Boarding School, at the request of the Kenai Native Association, will no longer be operating a boarding home program for students. This was effective July 1. (e) We are making progress on securing temporary school facilities to replace the Mekoryuk School which burned to the ground in April. Contracts have been consummated and supplies of equipment should be discharged this month. The contractor has given assurance the school will be accomplished by September 1. (f) We inaugurated a bilingual Siberian-Yupiktak-Eskimo program in Gambell and Savoonga last year. It was very successful. Thirty-three books have been developed in the Native language. The real problem concerning this program is that Title VII for FY 76 has not been funded and we may lose all the momentum and progress gained; (g) at the Mt. Edgecumbe Boarding School, we will be inaugurating a four-quarter system and also a 4-week period during Christmas holidays where students who do not go home for the holidays will have an opportunity to take courses and achieve credit. Our individualized program will be in effect next fall. We are also putting in a special individualized math program that was highly successful at Wrangell. This program has also received national recognition. We are also fortunate that the staff will be transferring from Wrangell to Mt. Edgecumbe with the program. Our work-study program at Edgecumbe will increase three-fold. This is through re-programming priorities at the school.

Problem Areas--Teacher Recruitment - As pointed out in the last meeting, the teacher recruitment process has not improved. Present indications are that we are 19 teachers short in our Bethel Agency, 5 to 10 teachers short at our Nome Agency and 4 teachers short at Mt. Edgecumbe. The

last register we received from Civil Service had only three couples listed. We may wind up with many schools without teachers come September.

MINNEAPOLIS AREA OFFICE
Mr. Paul Melchior Reporting

Successful in JOM. Establish good working relationship with tribes. JOM problem in Minneapolis. Money amounts discussed. Problem. Won't finalize contract until know more about it. Local Indian Committee key. School wondering if they want to be bothered at all with JOM. If schools aren't involved not a good situation. Some tribes considering running tribally operated schools. Will be taking students from public school. Tama, Iowa situation: Title IV: What's going on? Never get any info. Two instances where recent Title IV grant to K-3 will take students out of public schools.

MUSKOGEE AREA OFFICE
Mr. Edward Moore Reporting

On going activities during the last quarter of 1975 - (a) Area Annual Fine Arts Festival held at Sequoyah on April 16-17. Festival each year emphasizes the artistic talents of Indian children who attend the five Muskogee Area boarding schools. Two-day arts festival consisted of tribal arts and crafts exhibits, student art work, Indian dancing, Indian songs, and bar-b-que. (b) In May, two workshops for Community Indian Education Committee members were held: One at Tsa La Gi, Tahlequah; others at East Central State, Ada. These workshops conducted by Indian Education Division, State Department of Education, providing training for 243 Indian Education committee members and covered JOM procedures for 75-76 school year. (c) TRIA-CIA (The Role of the Instructional Aid and Competencies of the Instructional Aid), a one-week workshop for 40 dorm workers held at Sequoyah. Consultants were Dr. Demeke and

Dr. Metzger from Arizona State. Follow up session scheduled to be held at Carter Seminary, Ardmore, August 11-15; (d) 14th Annual Institute for Indian School Personnel conducted by Southeastern State held June 16 - July 3. Provided three weeks training for 77 dorm workers, primarily from Muskogee and Anadarko, three participants from Arizona. Theme of workshop Effective Human Relationships. Food Service Workshop held for 18 food service workers. Workshop for school board members and administrators during the three weeks. Dr. Paxton keynote speaker. (e) two day service training workshop for Seneca Staff conducted by George Holt. Content of training on learning disabilities; (f) workshop for school personnel on Student Enrollment System on May 9 giving instructions on implementing and new system; (g) Jones Academy at Hartshorne has been selected again as BIA Youth Conservation Corps Training Camps, 24 enrollees participating. May be able to expand this program to two other schools in Muskogee Area next year. (h) Summer school session for elementary and secondary students being conducted at Sequoyah combining all students from Muskogee Area schools, 70 students attending; (i) Sequoyah graduated 47 on May 23. Dr. Sockey presented the address; (j) Seneca graduated 24 8th graders; (k) Carter Seminary, Eufaula Dorm and Jone Academy had a combined total of 25 high school graduates; (l) Approximately 2200 scholarships for college awarded during FY 75. Due to limitation of funds, unable to provide scholarships for approximately 500 applicants for summer college grants; (m) ten students involved in NYC programs operating at Sequoyah and Carter Seminary.

Progress on studies, evaluations and legislation - (a) Education has been involved in hearings on PL 93-638 and in providing training for tribal groups and BIA employees. (b) Several meetings held during quarter by

Oklahoma State which has contracted Education Needs Assessment. (c) In-depth evaluation and historical review of the JOM program has been made and the report is being finalized.

Personnel - (a) Division lost one professional staff to IERC; (b) two professional staff have been attending Departmental Training Program for Educators at Arizona State for past year. Expected to return in August.

NAVAJO AREA OFFICE
Mr. Abraham Tucker Reporting

(1) Project at Sanostee - musical approach to learning - expand to other Agencies; (2) Alternative High School Program at Shiprock for dropouts; (3) Intermountain administration may be transferred to another Area. Navajo Area School Board Association will be expanded to 15 members. Program revision to meet the needs of the student body. (4) Navajo Area centralized food services. Day School and Contracted School will receive a full breakfast. (5) JOM New Mexico side completed; Arizona side slower, more schools. (6) Special Education, Leupp School, exemplary project. (7) Presidential-Secretarial Objective in limbo, Commissioner, Tribal Chairman, etc., passed a resolution requiring a two year moratorium on PSO: PSO got started but hassle developed between NASBA and Navajo Division of Education; Tribe very active in making wants known, i.e., Shiprock Agency passed resolution saying they want to stay with BIA. Never been determined as to which tribal segment has final say.

PHOENIX AREA OFFICE
Mr. Raymond Sorensen Reporting

(1) Staffing problems - Santa Rosa is not staffed - no schools in the

Area will open; (2) 224 temporary, 84 intermittent, must have some type of relief for personnel ceilings in order to operate schools; (3) Civil Service Commissioner in Albuquerque has not developed a register for vacant positions; (4) Programs are suffering because of personnel deficiencies; (5) JOM, State wants to contract; (6) Title IV Office of Education, Duckwater School, 28 children enrolled, Nevada would not approve the license for the school - $84,000 first year; $15,000 Title I; $64,000 this year (Title IV); 31,000 regular program; $11,500 Title I. Administration problems for Title IV, need to be supervised and held accountable for expenditure of funds, OE starts programs then drops these programs after 1 year.

Good year - outstanding; 780 already - Sherman; 375,000 - Phoenix; Need personnel ceilings to support program; Advertisement of positions. Phoenix Indian School Superintendent extensive advertisement. One Indian applicant had been fired from eight previous positions. Not getting qualified applicants; problem-JOM funding. States want to contract. Do need to go forward; Problem - Title IV, Duckwater School. USOE funded it. Problem - teacher recruitment and ceiling in relationship to opening school. Problem with Civil Service.

PORTLAND AREA OFFICE
Dr. Roy Stern Reporting

(1) Area Adult Education Meeting is being planned for end of August in Spokane to conduct a tribal needs assessment, coordinating Adult Education, and coordinate learning center activities; (2) Chemawa Design scheduled for completion this month. Paschal Sherman and Coeur d'Alene are improving their operation in facility improvement, curriculum, education equipment and supplies. (3) Higher Education program effort -

College and university counselors for higher education students; (5) two special education (Title VI) programs - Yakima - Coeur d'Alene, these are new, will be monitored; (5) Title I programs at three locations, Chemawa, Coeur d'Alene and Paschel Sherman; (6) Career Education-Yakima is planning as a pilot site; (7) Summer program has been contracted with tribes. Emphasis is on Education, Recreaction and Facility Improvement; (8) Work continues on Presidential Objective, presentations are being made at various reservation locations; (9) JOM - "To Have A Chance," film produced by Mr. Oliver and Tana Beebe for JOM committees. Appreciate response by Richmond.

SACRAMENTO AREA OFFICE
Ms. Louise Miller Reporting

(1) 1976 a crucial year for Indian Education, it is up to these participants at this conference to resolve our local issues; (2) Many problems will arise with PL 93-638; (3) What is happening with Career Development at a national level? (4) JOM workshops methods of teaching $500,000 proposals have been submitted; (5) Difficulty with TItle IV, parent committees are unhappy. Recommendation: Invite Indian Education coordinators to join with CAEO; (6) Higher Education report about completed. Recommendation: Develop a form for data gathering which would be compatible with all Areas; (7) Lack of teaching personnel-caused by a breakdown between personnel and Field Offices; (8) Career Development communications between CO and field must be improved. Education must use political force in order to determine how the concept of career development will be continued; (9) Contract let to National Indian organization to develop a needs assessment for Career Development; Recommendation: This group extended invitations for State Directors to meet with us at out next

meeting; Higher Ed doing ground report - recommend Higher Ed year end report form to be developed. CO should provide data.

A PANEL: INTERMOUNTAIN BOARDING SCHOOL, Ray Sorensen, Chairman

Commissioner Thompson, through political pressures has forced to keep the school open; (2) School boards are not in agreement over the operation of the school; (3) Phoenix and Billings are considered for management of the school; (4) Appropriations Committee of the House authorized 800 students with a budget of $4.9 million; (5) BIA may have to fund $2.9 million in order to meet the budget of $4.9 million as established by the Appropriations Committee; (6) NITC is not included in any of the language or statement concerning Intermountain; (7) Programs needs-students - a special type of educational opportunity for dropouts; (8) Pressure of IBS employees to recruit students from the school; (9) Committee Reports are not laws; (10) Enrollment procedures for students at IBS must be followed as prescribed by law.

COMPLIANCE REGULATIONS IN EDUCATION OF HANDICAPPED, Bob Hall

(1) $99.7 million appropriation by Perkins Committee; (2) PL 93-638 all handicapped children must have opportunity for all education; (3) How can compliance take place? (a) Submit ideas by 8/10; (b) IERC will help all Areas with their Education of handicapped proposals; (e) Commissioner must sign all plans submitted in person. Governor of each state must sign state plans.

ORBS ENROLLMENT CRITERIA AND PROCEDURES, Dr. Louise Miller

(a) Legal Requirements to enroll students in ORBS.

Career nevelopment at Round Valley. Bob Hall comments on Career Ed as a continuing process: $32,000,000 Higher Education; $2,000,000 Adult

Education; $18,600,000 AVT. The split between Education and Tribal Resources continues, BIA has a contract with National Indian Education Association calling for a measurement of progress at respective sites but not a comparison between pilot sites. Career development plans have been submitted by four Areas; one has been approved (Navajo) on interim basis. Round Valley requests support from Central Office.

Wednesday, July 23

Chairman: Abe Tucker

Civil Service Evaluation of BIA Personnel Management. General Discussion led by Dr. Sockey; Informal Reports from Juanita Cata (Albuquerque); Abe Tucker, and Aberdeen Area.

1. Personnel Management Evaluation - Violations of Civil Service Laws and Regulations
    a. State Department
    b. BIA
        (1) Haskell
        (2) Albuquerque
        (3) Navajo
        (4) Aberdeen
        (5) Central Office
2. Laws and Regulations
    a. Promotions
    b. Classifications
    c. Procedures
    d. Documentation
    e. Temporaries
3. Administrative Problems

    More communication between program and management. A management problem.
4. Percent of violations

APPENDIX A

EVALUATION CHIEF AREA EDUCATION OFFICERS' CONFERENCES, FISCAL YEAR 1975

1. Secretarial Objective on School Management Options — (3) 1 ___ 2 ___ 3 (4) 4 (2) 5

Three Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Information gleaned from conference was minimal. Follow up by Area Office assured implementation and is accomplishing presentation on schedule.

Options were presented to all designated school boards and tribal leaders.

No schools within jurisdiction.

Presentations have been presented to tribes where the Bureau operates eight schools. Tribes where the operated three other schools declined to view the presentations. Three of the four tribes involved have made a decision on the type of school management system they prefer for the Fiscal Year 1976.

No action necessary in this Area as it does not apply locally since both the dormitory and out one school have been contracted previously.

Options and availability of materials on Presidential/Secretarial Objective were made known to tribal leaders.

Formal resolutions from tribes--none to date.

Revised plan of operation to accommodate changes in the Secretarial Objective originating at the Washington level.

Assisted in planning statewide approach in meeting Alaska's unique situation.

2. "What Do We Do Next" National American Indian Women's Association Report — ___1 ___2 ___3 ___4 ___5

Three Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Implementation of as many recommendations as possible. Communication with NAIWA Coordinator and Area Office good.

All schools were asked to report on items of report already being implemented and comment on those needing action.

Area schools have been requested to put into effect those recommendations not requiring additional funds or staff.

The two contract installations having dorms were asked to give serious consideration to the recommendations as they apply to contractor reaction. Fair response to date, but additional contact is desirable.

Those recommendations applicable at Area level have been reviewed with schools and implemented.

Reviewed educational and home living needs of students in the Albuquerque Area (final report attached). Reorganized AIS to better accommodate students needs.

No boarding schools in the Area but recommended manual changes and those recommendations put into effect by schools immediately have assisted in this Area in regard to students that have been attending.

Strengthened education's relationship with Social Services in a coordinated evaluation, placement and follow-up of domicillary type students.

3. Career Development ___1 (2) 2 (2) 3 (4) 4 (2) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Talk about things but no follow-up or direction.

Area Office has established a Branch of Indian-Career Development, staffed with a position (Coordinator Career Development).

We have developed Area plan for implementation. Have developed pilot site that becomes operational on July 1.

Each agency is operating according to it's own organization until more definitive instructions are received from the Central Office.

Area going ahead with developmental aspects of a pilot project. Application has been sent to Albuquerque following assistance from one of their staff people in development of proposal.

Area Adult Education office has been placed under Assistant Area Director (Education).

No decisions have been made regarding this Area's Career Development policy and organization. Discussion provided material to be used as background information.

It is difficult to make an assessment of career development, simply because of the lack of direction and method of carrying out the career development plan. This Area shares career counseling but operates as separate programs.

Lack of position/positive follow through by Central Office of planning sessions delayed or confused full implementation.

4. *Budget (Fiscal Year 1975, etc.) and Personnel Ceilings* (1) 1 (1) 2 (2) 3 (2) 4 (4) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

These things are talked about but follow-up by Washington office is void. Nuts and bolts of program operation receive no priority.

Area Director appointed task force to meet personnel reduction (ceilings). Area personnel ceiling very near planned number. Task force has established goals for Fiscal Year 1976.

The multiplicity of program responsibility in developing viable education programs for Area becomes difficult and almost impossible with present ceilings.

All Bureau operated facilities indicate that the Fiscal Year 1976 budget is inadequate and unless additional funds are made available programs will be adversely affected.

No big problem in this Area in regard to personnel ceilings. Budget generally OK except in JOM and Higher Education as usual.

R.I.F. was scheduled and cancelled. Retirements and resignations were sufficient to enable meeting of limitation. Additional funds were requested for Higher Education (F. Y. 1975) and JOM (F. Y. 1976). Supplemental funds were also requested for the schools in the Area.

Information used as basis for program planning.

No much can be added to this. You work with the funding and ceiling you have. Justification for additional funding and ceiling does not appear to be sufficient to gain an increase.

Key to quality services--especially in area of ceilings. With greater emphasis on contracting (self determination) more funds necessary fo grants, etc. More time could be devoted to this area.

5. Accountability Objective (1) 1 (1) 2 (2) 3 (4) 4 (1) 5

Three Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Talked about, but no action taken by the Washington office.

Accountability programs already in progress. Bureau schools are state accredited and state has initiated an accountability program.

Education Program Administrators have given principals greater control of their programs with a provision that with this control goes accountability for results.

Nothing out of the ordinary was required.

Reports have been made to Advisory boards and tribal organizations regarding progress in this area.

Student record system should provide easier access to records of transferring students. Will also eventually result in less time being devoted to record keeping.

This information has been of value in JOM tribal contracts in reference to program and fiscal accounting.

Several meetings held with Area/Agency staff to develop goals and objectives for F. Y. 1976 and plan of evaluation of each program. One of the Area Director's prime objectives.

6. Enrollment Trends in ORBS (1) 1 (1) 2 (3) 3 (4) 4 (1) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Nothing firm has come out of this. No action to close facilities not needed.

Have recommended to Area Director that decrease dropout for area schools be our top priority.

For our purposes, informational only.

Agencies informed of trend toward lower enrollment. All have expressed a desire to have students remain at home for school when possible. It appears in F. Y. 1976 only a few students from the area will be using the ORBS facilities.

Nothing unusual necessary. Re-emphasized need to screen all applications carefully as to need for ORBS attendance.

Training of personnel has been conducted to enable schools to improve holding power.

A very timely subject. However, we had just completed a survey of our Area's ORBS needs.

Unique in Alaska as BIA phasing out more and more in ORBS. Only one boarding school left in F. Y. 1976. New legislation s/s by governor sets K-12 funding for all regions at regional district levels, these will be manditory.

7. *School Facilities Objectives set forth in Department Directive in F.Y. 1976 budget issues including determination of priority criteria standards and Bureau priorities.* (2) 1 ___ 2 (2) 3 (3) 4 (2) 5

Three Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Follow-up by Division of School Facilities was made and priorities were set.

Each school has been asked to submit priority listings for their locations.

Area school construction priorities have been determined and submitted to school facilities.

Review and circulate as appropriate.

None. No new major construction scheduled.

Provided better understanding of how to apply criterial standards to local construction needs. Received follow-up assistance in identifying local priorities.

In follow-up, Areas role in final determination and rating not clarified, e.g. how was and who rated the programs that finally were selected for construction.

8. School Construction Standards (2) 1 ____ 2 (1) 3 (6) 4 ____ 5

Three Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

To my knowledge, these have not been completed by School Facilities.

Review and circulation as appropriate.

None, other than review of standards. No new major construction scheduled.

Useful in helping tribes identify basic needs for planning education specifications in anticipation of new construction. Unique local needs often require variations used for planning purposes with four local day schools.

Helped standardize the construction priority system throughout the Bureau. New criteria used give a good picture of construction needs in each Area.

9. Should community facilities be part of school construction? (3) 1 (2) 2 (1) 3 (3) 4 (1) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Much discussion took place but no firm guidelines have been the result.

Tribal groups are already making use of school facilities in all of our schools. Indian Action (CETA) Tribal Council meetings, etc.

None made.

Review and circulation as appropriate. Found locally that most groups feel the school is the focal point of the community and thus need facilities to provide necessary programs.

None, other an review of standards.

Community education is one of our local priorities. For it to become a reality, new school facilities must serve a multi-purpose function.

Not really applicable in Alaska at this time. Claims settlement changing local conditions.

10. Review and Interpretation of Revised JOM Regulations — ___1 (1) 2 ___3 (2) 4 (7) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Still waiting on allocation for basic education programs.

Have had workshop for Community Indian Education Committee members at the State University. Revised Area JOM plan. In the process of reviewing proposals.

We've developed a request for a contract proposal along with instruction to write proposal.

Area Officials have met with agency's personnel at two agencies regarding regulations and talked extensively on telephone to other field offices about revised regulations.

Reviewed for comments, circulated to tribes and states. Discussed with states need to revise state plan for F. Y. 1976 as well as comply with proposed revisions when they become finalized.

Area personnel conducted meetings with tribal leaders and BIA personnel for review and input to PL 93-638.

Items 10 through 13 provided a better understanding of how new regulations and procedures would affect our JOM contracts.

Have been used in F. Y. 1974 operation plan for JOM contracting.

Gave much needed input on role of local parent committees and equatible distribution of funds between contractors were able to pass on to statewide JOM committee.

11. Review of Proposed Manual to Accompany Revised JOM Regulations — (1) 1 (1) 2 (2) 3 (2) 4 (4) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

93-638 still being developed and still in draft form.

Have reviewed proposed manual and waiting for final approval.

We need to be involved more with what Central Office is doing, I feel it is high priority.

Manual not yet available to Area for review.

Reviewed and circulated to States and tribes.

Review of proposed manual would have been of tremendous value if it had been approved. It is very difficult to use September 1974 regulations with a 1963 manual. This item would have been rated 5 if it had been put into effect.

Gave some direction, but lack adaption of manual has caused confusion when attempting to define the regulations for the Indian community.

12. *JOM Contracting Procedures* ___1 ___2 (2) 3 (3) 4 (5) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Will get into it as much as possible. Still waiting for basic support.

As soon as proposals from 40 school districts are reviewed, contracting will proceed.

Doing further work in this area to simplify process for tribe.

Discussed at same time as JOM regulations.

New regulations define eligible contractors, but formal adoption of regulations is needed.

13. *Auditing, Monitoring, Reporting - JOM Programs* ___1 (1) 2 ___3 (5) 4 (4) 5

Two Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Monitored all 40 JOM contracts for 1974-75 school year. Area Education staff did the monitoring.

Have developed RFP's and year end evaluation forms. Need input from Central Office on evaluation.

Stressed need to have Indian Education committees assist in completing evaluation reports to improve over prior year.

Information now being used, but discussion from conference standpoint has not been extensive enough. Many loose ends hanging that should be discussed and clarified in future conference.

Need more definite guidelines and possibly an increase in staff to implement the regulations, especially in view of 638.

14. *PL 93-638, Indian Self-Determination and Eudcational Assistance Act* ___1 ___2 (3) 3 (3) 4 (3) 5

Three Areas did not respond to this statement.

Those Areas that responded to the statement are quoted as follows:

Ready to go when regulations are completed and money is available.

Attended and participated in two consultative tribal meetings. Contemplating areas of revision or change in education programs to meet requirements to implement PL 93-638..

Two conferences were held on this. Good response to Title II.

Met with all tribes in the Eastern Area on tow occasions for discussion and input from participants on PL 93-638.

Attended local sessions for securing tribal and other input.

The topic is of major importance. However, local meetings and discussions with tribal participation have been more important in terms of necessary action.

Information regarding regulations and manual not completed. Near impossible to use information without these. Only information that can be used in discussion of Act itself with local Indian Education Committees and Tribes need to provide additional conference time to discuss Title II, Part A draft regulations.

Meeting included a page by page review of the act and regulations. Helped to familiarize staff with the act.

15. *Student Rights and Responsibilities* (1) 1 ___2 (5) 3 (2) 4 (1) 5

Three Areas did not respond to the statement .

Those Areas that responded to the statement are quoted as follows:

Phoenix Area on board with this.

All schools have submitted plans to implement Student Rights and Responsibilities regulations.

No boarding schools.

Requested all schools to complete their codes and submit copies to Area and to IERC.

Both contract schools have developed programs to comply with SRS requirements.

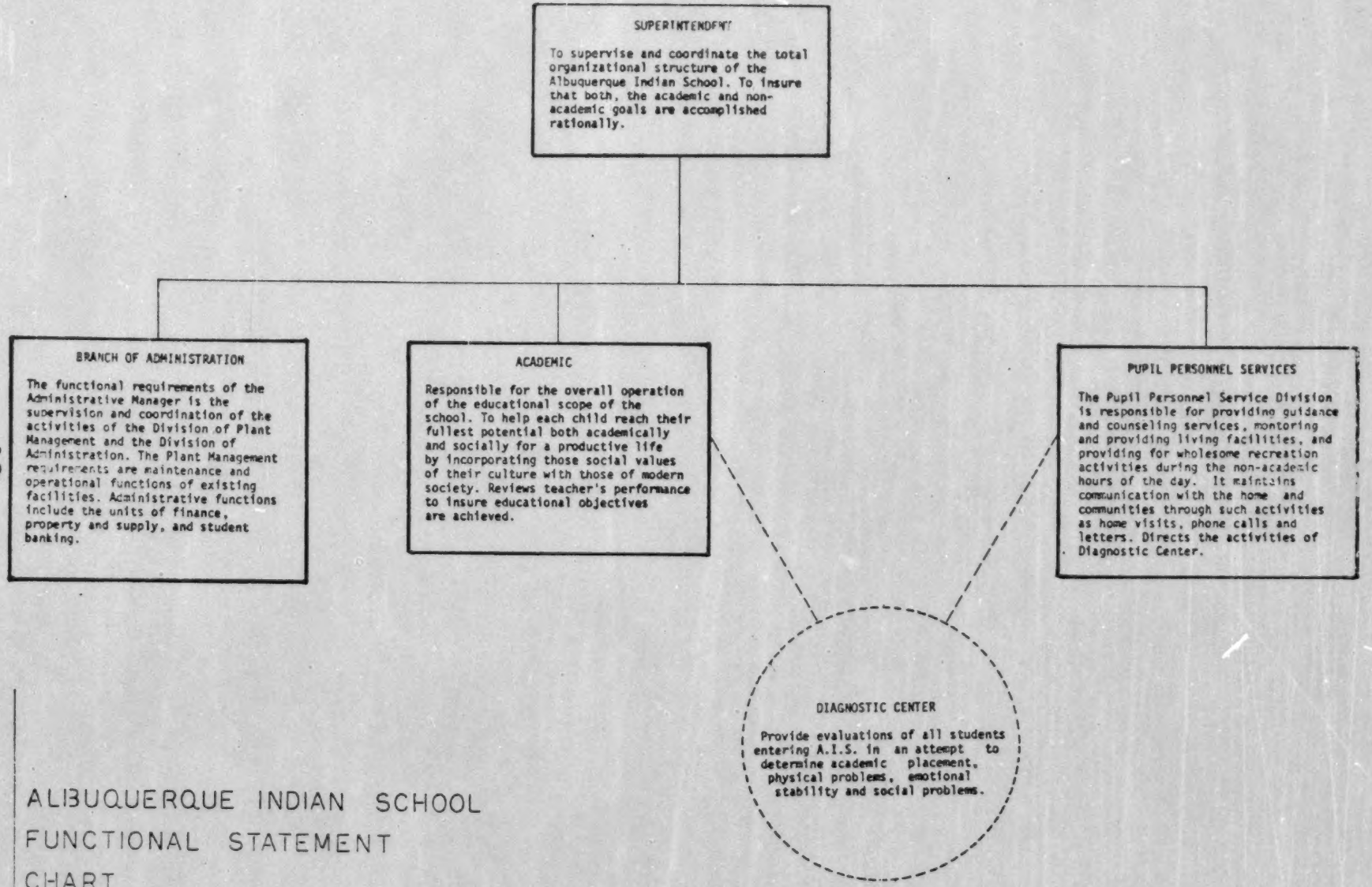
Continued emphasis placed on student rights and responsibilities programs in the five area schools.

This topic has been thoroughly discussed and explored on a local basis.

Edgecumbe High School most applicable. Limit application to day schools in present format, schools at this level need more technical assistance.

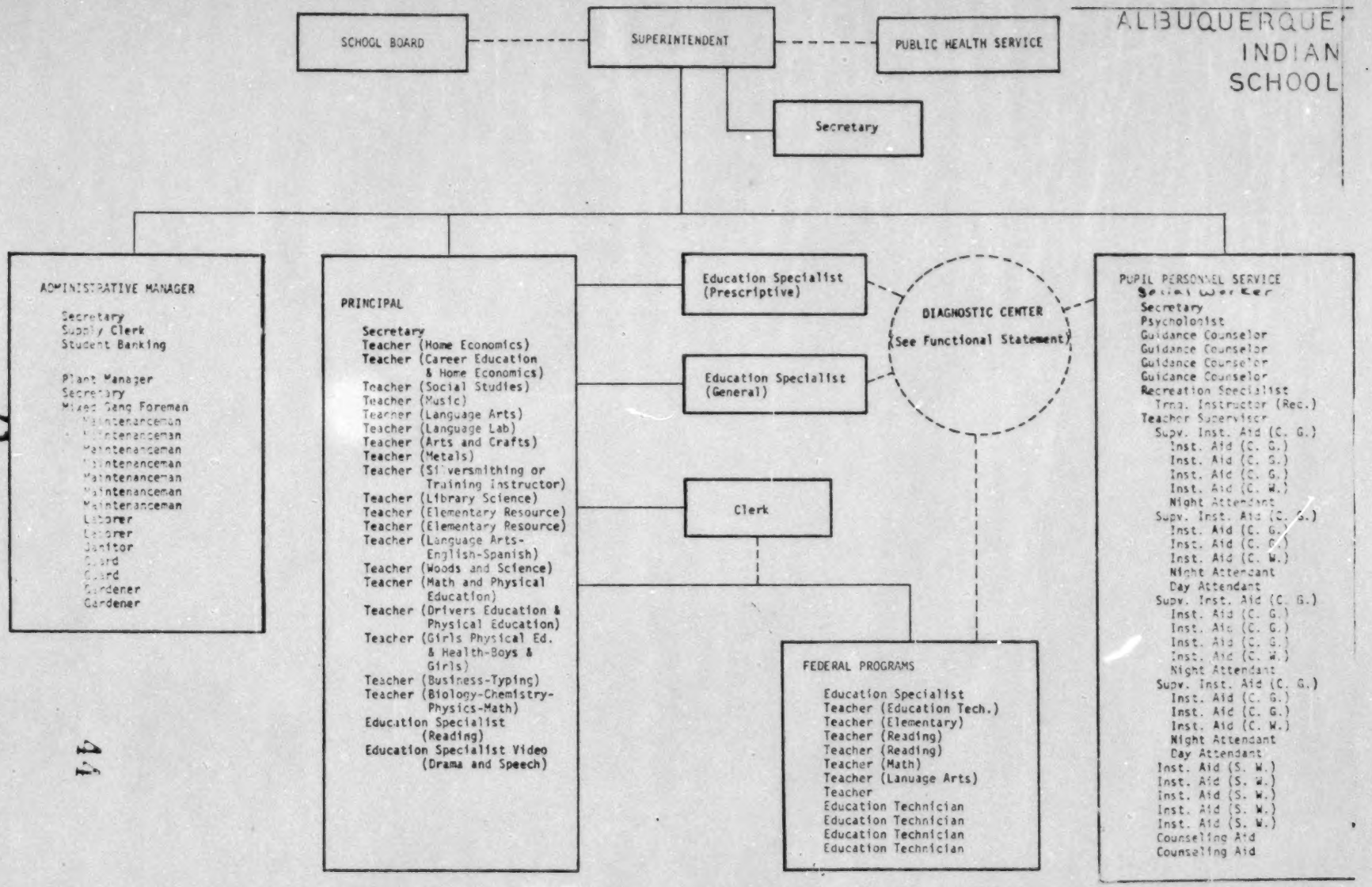
APPENDIX B

ALBUQUERQUE INDIAN SCHOOL FUNCTIONAL STATEMENT CHART


SUPERINTENDENT
To supervise and coordinate the total organizational structure of the Albuquerque Indian School. To insure that both, the academic and non-academic goals are accomplished rationally.
BRANCH OF ADMINISTRATION
The functional requirements of the Administrative Manager is the supervision and coordination of the activities of the Division of Plant Management and the Division of Administration. The Plant Management requirements are maintenance and operational functions of existing facilities. Administrative functions include the units of finance, property and supply, and student banking.
ACADEMIC
Responsible for the overall operation of the educational scope of the school. To help each child reach their fullest potential both academically and socially for a productive life by incorporating those social values of their culture with those of modern society. Reviews teacher's performance to insure educational objectives are achieved.
PUPIL PERSONNEL SERVICES
The Pupil Personnel Service Division is responsible for providing guidance and counseling services, montoring and providing living facilities, and providing for wholesome recreation activities during the non-academic hours of the day. It maintains communication with the home and communities through such activities as home visits, phone calls and letters. Directs the activities of Diagnostic Center.
DIAGNOSTIC CENTER
Provide evaluations of all students entering A.I.S. in an attempt to determine academic placement, physical problems, emotional stability and social problems.

ALBUQUERQUE INDIAN SCHOOL
FUNCTIONAL STATEMENT
CHART

ALBUQUERQUE INDIAN SCHOOL



APPENDIX C

TITLE VII EHA-B COMPLIANCE

TITLE VI EHA-B COMPLIANCE

order to comply with the mandates set out in Public Law 93-380 regarding handicapped children, there are a number of major considerations which must addressed. The major issues are summarized from 93-380 and H.R. 69 (Report No. 93-805) and S.R. (Calender No. 735)

Requirements in the Act

All children residing in the State who are handicapped regardless of the severity of their handicap and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are not currently receiving needed special education and related services;

Policies and procedures will be established in accordance with detailed criteria prescribed by the Commissioner to protect the confidentiality of such data and information by the State;

There is established (1) a goal of providing full educational opportunities to all handicapped children; (2) a detailed timetable for accomplishing such a goal; and (3) a description of the kind and number of facilities, personnel and services necessary throughout the States to meet such a goal; and

The amendment submitted by the State pursuant to this subsection shall be available to parents and other members of the general public at least thirty days prior to the date of submission of the amendment to the Commissioner.

Specific Priorities

A. All handicapped children must be identified, located, evaluated, and periodically reevaluated; and safeguards must be taken to protect (1) the confidentiality of data and information, and (2) the rights of children and their parents.

B. The full services goal and implementation plan is to be concerned with all handicapped children regardless of their location or the Agency that is serving them.

C. Other Agencies are expected to provide information on children for whom they are responsible; and all appropriate agencies and discipline are expected to participate in the planning.

D. The implementation plan is regarded as a State Plan and not simply an SEA plan.

E. The plan is expected to include a description of the kind and number of facilities, personnel, and services necessary to meet the full services goal.

F. A resource allocation plan is required, and Federal funds for educatio of the handicapped from other Federal Acts are to be included in such a plan.

SEA Responsibility

Coordinating the development and implementation of the overall plan, including the sections on (1) child identification; (b) confidentiality; and (c) full services goal and implementation plan.

Completing the statistical forms: (1) for the LEA population for the three designated target groups of handicapped children covered by this plan (e.g., school aged, out of school and preschool); and (2) for non-categorical personnel (e.g., psychologists, supervisors, etc.)

Developing the narrative section of the implementation plan, including the section on State Administration.

Responsibility of Other Agencies

A. Participating in appropriate activities involved in the development of the overall Amended Annual Program Plan, including the sections on (1) child identification, (2) confidentiality, and (3) full services goal and implementation plan.

B. Completing the appropriate statistical forms (worksheets) for the three designated target groups of handicapped children covered by this plan (e.g., school aged, out of school and preschool), and where appropriate, for non-categorical personnel (e.g., psychologists, supervisors, etc.)

C. Providing completed copies of the worksheets to the SEA.

D. Participating in appropriate (continuing) planning and implementation activities relating to the Plan.

APPENDIX D

FISCAL YEAR 1976 DEPARTMENTAL OBJECTIVES

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D. C. 20245

IN REPLY REFER TO:

July 3, 1975

Memorandum

To: Area and Central Office Directors

From: Jim Robey

Subject: FY-76 Departmental Objectives

Attached is the Commissioner's submission for FY-76 Departmental Objectives in Indian Affairs. All of the nominations this year are the result of your submissions.

I will keep you informed on further actions taken by the Department on this submission.

Attachment

CONSERVE AMERICA'S ENERGY

Save Energy and You Serve America!

OPTIONAL FORM NO. 10
JULY 1973 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Assistant Secretary Cla[illegible] DATE: JUN 30 1975

FROM : Commissioner of Indian Affairs

SUBJECT: FY 1976 Departmental Obj[illegible]ves

Attached are objective st[illegible]emc[illegible]s on 12 Indian affairs objectives which I would [illegible]o submit for the Secretary's consideration of Department[illegible] Objectives for FY '76.

The 12 objectives submitted at this time represent a summary selection from 54 nominations submitted from the various offices of the Bureau. I have not had the opportunity to review all 54 of these submissions, and I would like to reserve the option of substituting or adding to this list after I have a chance for further review. I am submitting the 12 at this time in order to meet the deadline which I understand you are working to get the program moving for [illegible]. If we have any changes to make in this submission, we will do so within the next two weeks.

I am sorry for the delay in our submission, and I hope that we have not created a problem for you. I do feel that the time we took to solicit proposals from our field operations was extremely beneficial and will result in more constructive support for this effort throughout the Bureau.

Morris Thompson

Attachments

Proposed Departmental Objectives
FY 1976
Indian Affairs

1. Indian Irrigation Systems
2. Tribal Judicial Systems
3. Assistance for Mineral Resource Development
4. Indian Employment (BIA) Program
5. Modernization of ADP Capability
6. Management Option 50 Schools
7. Education for Handicapped Children
8. Reduct School Dropout Rate by 50%
9. Soil and Ranger Inventories of Trust Land
10. Water Rights Studies (90 in FY '76)
11. Positive Solutions for Heirship Problem
12. Implementation of P. L. 638

Submissions:

Area Offices	42
Central Office	12
	54

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Identify the need and develop a strategy for the rehabilitation and reconstruction of Indian irrigation systems.

Justification: Most of the Indian irrigation systems were constructed in the early years of this century under Congressional authorization. For the most part, such systems were underbuilt, underfunded and generally not constructed for present-day demands. Increased pressures and demands on these systems to satisfy modern-day agricultural needs of Indian affairs has pushed such systems to the point where rehabilitation construction is essential if any of Indian economies are to keep pace. Continued deterioration of these systems cannot be prevented by patch-work rehabilitation efforts. Federal rehabilitation construction intervention is essential.

Approach:

It is recommended that the following steps be taken:

1. Identification of the problem.

    a. Update the various completion reports which have been prepared by the Bureau of Indian Affairs during the past ten years.

    b. Relate such completion reports to current demands of the reservation agricultural economy.

    c. Identify whether there may be existing legislative authority for the utilization of Snyder Act funds in such rehabilitation.

2. Appoint a special irrigation task force composed of Bureau and tribal representatives which would review existing needs and propose to the Commissioner of Indian Affairs what steps should be taken to accomplish the intent of this recommendation.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Develop a strategy for the updating and strengthening of tribal judicial systems.

Justification: Tribal judicial systems, being an integral part of tribal government, impact the daily lives of individual Indians probably more than any other aspect of such systems. While much has been done in recent years on a broad scale to identify the needs of tribal judicial systems, particularly in the areas of training and legal procedure, much work needs to be organized and developed at the local level if Indian people are to have a complete system of justice.

Approach:

1. Appoint a task force composed of BIA, Solicitor's Office, Department of Justice and Tribal representative to develop a broad strategy to bring about the upgrading of tribal judicial systems at the local level and assure the coordination of updated tribal judicial systems with law enforcement capability;

2. Establish a special organization vehicle within the Bureau of Indian Affairs which can work with tribes on a special basis in training, refinement of legal procedures, development of tribal law enforcement Law and Order codes, development of legal protection mechanisms for tribal members charged in such courts as well as other areas to assure effective operation of such systems.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Establish within the Bureau of Indian Affairs, a specialized capability for providing assistance to tribes involved in the development of mineral assets as well as upgrading such capability in order that the Bureau may better carry out its trust responsibility.

Justification: With the onset of National and International pressures for the development of energy resources in the United States demand for Indian coal, oil and gas or other mineral resources has increased tremendously. A number of tribes either have or are in the process of developing such resources. But, it is clear that the present arrangement providing expertise to Indian tribes from the U. S. Geological Survey is not entirely satisfactory to Indian tribes. Tribes often view U.S.G.S. assistance as a part of the trust responsibility and feel that if they are to compete with mineral developers on an equal footing to obtain maximum return from the development of such resources that they must have access to the best expertise possible. For the most part, tribe involved in such development, are not capable of funding such expertise, and it is felt that Federal assistance is essential.

Approach:

1. Assess in the overall the various resources, particularly those involved in energy requirements, which tribes are involved and the extent to which assistance will be required during this and ensuing years;

2. Establish a policy with regard to the extension of grants to tribes for needed expertise;

3. Determine the full extent of the needed expertise within the Bureau of Indian Affairs in the fields of mineral development in order that the Bureau will also be better equipped to deal with energy developers in conjunction with tribes as a part of the trust responsibility needed to assure maximum return from tribal assets;

4. Conduct a review of current regulations governing the development of mineral resources for the purpose of determining whether they are adequate to bring about maximum return from tribal trust assets. Revisions of such regulations may well dictate the numbers and types of expertise which may be needed.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Develop a program to maximize the development of Indian employment within the BIA.

Justification: With the adoption of the Indian Preference Policy in June 1972, Indian preference was extended to include preference in promotions. Numerous impacts have occurred as a result which limit the effectiveness with which managers in the Bureau of Indian Affairs are able to carry out their programs to provide maximum services to Indian people. The rendition of the best possible service to the Indian people by the Federal government should be the primary objective of the BIA but a compatible overall program which permits Indian people to assume management and other high levels of the BIA should also be developed.

Approach:

1. Establish a review committee to study all of the areas of Bureau management which are impacted by the Indian Preference Policy such as the following:

   a. Career Development
   b. Organization
   c. Recruitment
   d. Planned Management Actions
   e. Reinstatement or initial hire
   f. Reassignments
   g. Accepted Appointments
   h. Eligibility or Indian preference
   i. Moraie
   j. Job Dissatisfaction
   k. Job placement programs
   l. Measurements for determining adequacy of service levels

2. Develop specific policy statements in each of the areas impacted by Indian Preference policies adopting those that can be adjusted within the BIA and recommending policy changes to the Interior Department or other Federal agencies as required.

3. Develop and propose legislation which may be required to implement Indian preference in employment which is compatible with providing effective service by the BIA.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Complete system design and procurement specifications by April 1976 for the modernization of BIA Automated Data Processing (ADP) capability in conformance with Departmental Standards of Performance.

Justification: Present Data Processing capability is inadequate to meet the needs of the BIA and has no growth capability to meet the expanding needs of BIA. The present equipment is estimated to be satisfying less than 75% of the present BIA Data Processing need. It will be the objective of the modernization program to achieve 100% satisfaction of present need with suitable reserve for forecasted growth in Data Processing requirements.

Modernization of the present computer system will more than double the output of the Data Processing Center. The cost avoidance of output value lost will be in excess of $50,000/mo.

Approach: System Design and State of the Art surveys are currently underway. Present activities include determination of desired Data Base structures, equipment configurations and teleprocessing requirements.

Close coordination with Departmental ADP Staff has been established and will be maintained through all phases of this effort.

Negotiations are presently underway to establish hardware and software "linkage" with the major ADP operations within the Department.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: By the end of FY '76 Tribal or Alaskan Village Governments will have taken official action to choose a management system for at least 50 currently operated BIA schools.

Justification: This was a Presidential/Secretarial Objective for the Bureau, the Department, and the President during FY 1975. Procedures and general information were developed and implemented. This project established a systematic and orderly procedure for turning control of Federal schools over to Indian tribes. During 1975, one-fourth of the schools were participating and it is thought that the one-fourth should be continued until all schools have had the opportunity to review management options available to them. Continuance of the project is a clear and identifiable program reflecting Indian Self-Determination in education.

Approach:

- Conduct planning session for the coming year.
- Identify additional training needs.
- Complete outside Indian evaluation of the project.
- Proyide feed-in mechanism from outside evaluation to overall management of the project.
- Modify and continue monitoring procedure.
- Expand communication network.
- Continuous monitoring of the project.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Develop a comprehensive program to provide equality of educational opportunity for Native American and Native Alaskan handicapped children.

Justification: The Bureau of Indian Affairs has the enigmatic distinction of being the only remaining major school system in this country which has no foundation budget for the provision of special education, although studies have shown that Indians have a higher incidence of handicapping conditions than the general population.

Approach: It is proposed that categorical funding for special education be included in the budget at a level based on the incidence of handicapped and the computed cost of providing the necessary special education services. This approach involves the following steps:

1. Special Education planning workshops for BIA Education personnel will be held during FY 1976 on special education programs for the handicapped.

2. An implementation plan of appropriate special education programs for all identified handicapped will be prepared.

3. Survey teams will identify all handicapped to be served and develop a system for evaluating needs.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: During the 1976 FY and the 75-76 school year, at all levels of Federal School Operations, the Bureau of Indian Affairs will institute program and procedural measures designed to reduce the dropout rate of Indian students and increase the holding power of schools by 50% over the figures for the 1975 FY and the 74-75 school year.

Justification: One conclusion of education research and evaluation that has been consistently reported over the years is that those individuals who obtain a high school education have more opportunities available to them and have an advantage in securing a productive life, when compared to those individuals who do not complete high school. It is well known that the dropout of Indian children from school is far higher than the national averages for all types of individuals. Children attending Federal schools have a dropout average of about 48%. What is proposed in this objective is that educators throughout the BIA at all levels of instruction reduce this figure to 24% for the 75-76 school year.

Approach:

- Review pertinent research and evaluation, and BIA education practices to identify "Best Practices".
- Develop package of "Best Practices" in order to provide flexibility in approach and program.
- Plan and conduct workshop to communicate "Best Practices" to Areas.
- Schools and communities develop program for the year.
- Develop and implement monitoring and evaluation procedures.
- Provide training to Education personnel.
- Review programs at schools to determine progress.
- Conduct formative evaluation.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Develop positive action plan for completing and/or updating soil and range inventories on all trust Indian lands.

Justification: Adequate current inventories are a prerequisite to sound natural resources planning. In order to successfully exercise their option of self-determination, Indian communities must have basic resources information on hand. The Bureau's soil and range inventories, begun in 1958, compile basic resources data for land-use planning (utilization, development, reclamation, conservation) and have proved an invaluable tool on those reservations where they have been completed. On those reservations with no inventory, data has been collected on individual units for planning; however, with increased tribal interest and participation in management, reservation-wide inventories are an absolute requirement, particularly those reservations with energy reserves and/or highly diversified land uses.

Approach:

- Review status of inventories on each reservation.
- Determine inventory needs by location.
- Review existing inventory guidelines to determine adequacy for collection of required data.
- Establish priorities for completion of inventories.
- Revise inventory guidelines as required.
- Determine manpower requirements and method of inventory (contract, in-house).
- Prepare and submit positive action plan for approval and programming.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Initiate and complete a minimum of 90 water resource inventories to determine the extent of a tribe's water rights to be asserted, protected, and de[illegible]

Justification: The Winters Doctrine water rights of American Indians are reserved private property rights which the United States as trustee and the Secretary of the Interior as the trustee's principle representative are obligated to assert, protect, and develop. An imperative first step in the protection of those property rights is an inventory of the measure of those rights. Succeeding an inventory must be a confirmation of those rights either by administrative action or by adjudication of those rights.

Several conferences have been held by the National Congress of American Indians and National Tribal Chairmen's Association focusing on Indian water rights. Countless tribal leaders have stressed the inventory of Indian water resources. The Indian community supports the objective of water resource inventories as a step towards resolving Indian water rights issues.

Approach: Complete 54 Phase I studies -- To dimension the water resource base geographically related to Indian reservations, both in terms of quantity and quality. This includes the determination of total water supplies, including groundwater recharge, natural surface flow, and impoundment possibilities.

Complete 27 Phase II studies -- To determine present and future Indian water requirements through comprehensive resource investigation, in accordance with tribal goals and objectives.

Complete 9 Phase III studies -- Preliminary investigations of projects and alternatives to fulfill requirements specified in Phase II. This includes sufficient detail regarding feasibility for selection of projects or programs best suited to fulfill tribal needs.

A plan/performance report from the Area Offices has been developed to monitor contracts and to report progress of studies on a monthly basis.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: To provide for ___ Pilot Projects to study the problem of multiple heirship or franctionated ownership of Indian trust lands.

Justification: This problem is a vestige of the late 19th century General Allotment or Dawes Act policy, now universally admitted to have had disasterous impacts on Indian tribes and reservation communities, including a loss of over 77,000,000 acres of land between the years 1881 and 1900. The allotment policy was unequivocally repudiated by the Wheeler-Howard or Indian Reorganization Act of 1934, but the problems already created to thwart effective discharge of the Secretary's trust responsibility to protect Indian trust lands. Today, the great-grandchildren of original allottees inherit miniscule, individed interests in allotted lands. Not uncommonly, the tracts are so small, or the owners so many, that sale or lease of the land is the only means by which the Indian owners can realize any benefit from their inheritance. In many cases, minority ownership interests can prevent any beneficial use of the land by withholding consent to its sale or lease, and often such land lies in continuous, uncompensated traspass use by non-Indian grazing or agricultural interests. In some cases, a single person can declare himself the owner-user of the land, notwithstanding the desires of majority ownership interests. Even in those instances in which the land can be leased, the lease payments to owners of grotesquely small fractional interests often result in annual lease incomes of less than one dollar. Boundary disputes, fence cutting, partition proceedings, trespass use, overgrazing, and ingenious schemes to keep the land under perpetual lease are just a few of the problems the Bureau of Indian Affairs faces in the administration of more than 10,000,000 acres of allotted trust land in ten of the BIA's Area Office jurisdictions. This problem is directly responsible for the loss of untold thousands of dollars of income to Indians annually, and, further, for the outrageous costs to the American people of supporting the administrative costs of the present system.

Approach: Several tribes will be identified which have major problems with fractionated land. From this listing the Commissioner will select for in-depth study several with "representative" problems. Funding will determine the number of studies to be undertaken.

These studies will then form the basis for the Commissioner's recommendation to the Secretary for legislative and administrative actions to reduce the problem.

Because of differences in applicable treaties, statutes, court decisions, regulations, tribal governments, and geographical and social conditions, and because of past resistance to proposed solutions, it is expected that resolution of this problem will require a systematic analysis Area by Area and, in many cases, tribe by tribe.

Proposed Departmental Objectives
FY 1976
Indian Affairs

Objective: Provide for the timely implementation of the Indian Self-Determination and Education Assistance Act (P. L. 638).

Justification: This Act (P. L. 63[illegible] described by many as the most significant piece of Indian legislation since the Indian Reorganization Act of 1934. Clearly this legislation will form the cornerstone of the Bureau's Indian policies and programs for many years to come. Success in effectively implementing this legislation is contingent upon sound planning and sober recognition of a number of serious problems i. e., tribal skepticism, funding for grants, internal Bureau apprehensions, etc.

The Act prescribes the time frame for the major actions leading to implementation. Publication of final regulations to implement is November 4, 1975.

Approach: The development of necessary implementation action plans will follow the same pattern used for the development of the regulations i. e., a core staff established in the Commissioner's Office to provide overall coordination and logistic support for pulling the various elements of the plan together as well as provide the necessary liaison with Indian Health Service.

All Plan elements would be identified by September 15 with the final ready by November 4, 1975.

APPENDIX E

BIA MANUAL - 62 BIAM 2.1, TYPES OF SCHOOLS

2.1 Policy. It is the general policy of the Bureau of Indian Affairs to emphasize the attendance of elementary school-age children on a day-school basis in order to preserve for them, as long as possible, the shelter of a normal home, either with their own parents, or, where the child is separated from his own family, with selected foster parents. It is desirable for the family to recognize and assume financial and guidance responsibility for its children. Bureau officials should not encourage the enrollment of Indian children in boarding schools in instances where day schools are available and the child possesses a home, or can remain a member of a normal home through application of aid to dependent children or other forms of assistance.

2.2 Authority. In general, educational programs of the BIA are designated as elementary, secondary, post-secondary and adult. Included are programs for pre-school and kindergarten children as well as vocational-technical and junior college students. Programs may be operated on a day basis, as a residential (or boarding) school, or as a dormitory in conjunction with other school facilities. No school or learning center may grant certificates, diplomas or degrees or carry on any programs of instruction or residential care other than those which have been specifically authorized by the Central Office.

2.3 Federally-Operated Schools. To serve areas where much of the land is in Indian ownership or held by the Federal Government in trust for Indians and the major population is Indian, and to the extent that there are no available local public schools or tribally-operated schools, Federally-operated schools are maintained for Indian children. Enrollment in Bureau-operated schools is available to children of one-fourth or more degree of Indian blood who reside within the exterior boundaries of Indian reservations under the jurisdiction of the BIA, or on trust or restricted lands under the jurisdiction of the BIA, except where there are other appropriate public school facilities available to them. [25 USCA § 297 and 25 CFR 31.1(a)]

A. Community Schools. To the people served by a local community school, that school should be "our school." Such a community school approach will be characterized by the active participation of the local community members in the school. Not only will there be a school board which is actively providing policy direction and support, but parents and others will be involved in working with students and school staff. The school will be an institution which is in, and of, the community--not apart from and foreign to, the people and their lives. Its doors will be open for many hours beyond the regular school day, and it will serve a wide range of the educational and social needs of the community. In orienting its programs toward the needs of the community, it will develop

a curriculum which treats as strengths, and builds upon, the cultural and linguistic backgrounds of the students; it will recognize the interrelationship of the economic and environmental needs of the community and its members; and it will treat each student as a worthwhile human being with a unique contribution to make, even though others in society may label him or her as gifted or handicapped, desirable or delinquent.

B. Enrollment and Class Size. The Act of June 30, 1930, established the following provisions for the minimum enrollment required to maintain the operation of Federal Schools:

> . . . Provided further, that all reservation and non-reservation boarding schools with an average attendance in any year of less than forty-five and eighty pupils, respectively, shall be discontinued on or before the beginning of the ensuing fiscal year. The pupils in schools so discontinued shall be transferred first, if possible, to Indian day schools or State public schools; second, to adjacent reservation or non-reservation boarding schools, to the limit of the capacity of said schools: Provided further, that all day schools with an average attendance in any year of less than eight shall be discontinued on or before the beginning of the ensuing fiscal year. . . . (45 Stat. 1562, 1576).

Current appropriations and the requirements of different types of programs should govern the size of classes which are maintained. Care must be exercised to prevent either small classes from draining financial resources or large classes from impairing the learning situation.

C. Attendance Boundaries. It is the general policy to educate all students as close to their homes as possible. The policy shall apply to boarding schools as well as to day schools. Each Area Office is responsible for the development of suitable educational opportunities for students within its geographical jurisdiction and for the establishment of attendance boundaries which will implement this policy. No attendance boundary may extend beyond the geographical boundary of any one area office unless approved by the Commissioner. Students shall not be enrolled in schools outside of their attendance boundary unless no school exists within the attendance boundary having a program and space to meet the student's needs.

D. Boarding (Residential) Schools and Dormitories. To implement Bureau responsibility for developing an educational opportunity for those children of one-fourth or more degree of Indian blood who reside within

the exterior boundaries of Indian reservations under the jurisdiction of the BIA, or on trust or restricted lands under the jurisdiction of the BIA. Federal boarding schools (or boarding dormitories) are used to educate (a) those who have no other means of attending school, (b) those whose educational needs cannot be met by the schools available to them, and (c) those who require care away from their homes even though other schools may be available to them. Enrollment may also be available to children of one-fourth or more degree of Indian blood who reside near the reservation when a denial of such enrollment would have a direct effect upon Bureau programs within the reservation. [25 CFR 31.1(b)]

1. Policy. It is the general policy to avoid enrollment of small children where any other suitable plans can be made for them; to review and re-evaluate annually all elementary school enrollments; to retain in school for the full school year a child enrolled during the year unless his or other children's welfare is affected adversely by his remaining; and ordinarily to retain for the full high school four-year course a student enrolled in high school.

2. Eligibility for Admission. Applicants otherwise eligible, who meet one or more of the criteria listed below, may be admitted to Federal boarding (residential) schools having suitable programs:

a. Education criteria.

(1) Those for whom a public or Federal day school is not available. A school is considered available if it is not severely overcrowded, offers instruction at an appropriate grade level and is located, or served by a bus route, within walking distance of the student's home. Walking distance to a school or bus stop is defined as one mile for elementary pupils and 1-1/2 miles for high school, unless unusual circumstances of student health, terrain, or weather prevail.

(2) Those who need special vocational or preparatory training, not available to them locally, to prepare them for gainful employment.

(3) Those for whom the available school makes no adequate provision to meet the educational requirements of students with academic retardation, linguistic or cultural differences, or other specialized needs of individual students.

b. Social Criteria.

(1) Those who are rejected or neglected and for whom no suitable plans can be made other than the boarding school.

(2) Those who may have siblings or other close relatives enrolled in the boarding school and who would be adversely affected by separation.

(3) Those whose behavioral problems are too difficult for solution by their families, or through existing community resources, and who can benefit from the more structured environment of a boarding school without harming other children.

(4) Those whose health or proper care is jeopardized by the illness of other members of the household and for whom no more suitable arrangements can be made.

3. Admission Procedures. Form 5-6221 (January 1971), Application for Admission to Boarding School, will be used throughout the Bureau for boarding school admissions, except where a locally developed alternative form has been approved by the Central Office. It will be necessary to give assistance to some parents or guardians in the preparation of the form, and it is expected that staff of the local agency will furnish this assistance as well as the liaison assistance necessary to obtain the medical examination when Federal facilities are within reach for this service. (There will be instances when the medical certificate cannot be obtained at the time the application is prepared. If there is no evidence of disease or other disability which would cause rejection of the application, admission will be approved and arrangements made to furnish the physical examination immediately when the child reports to the school.) Otherwise, forms shall be fully completed prior to admission.

a. Reservation Boarding Schools: Formal application signed by the person having responsibility for the child will be submitted to the agency superintendent or his representative.

Referral of the application for review as to completeness and initial evaluation will be made to agency Education personnel. If the need for attendance at a boarding school is solely education [Criteria (1), (2) and (3) under 62 BIAM 2.3D2a, above], Education will recommend approval or disapproval. If the need for attendance is for social reasons, the application will then be forwarded to Social Services for evaluation and recommendation. (Agencies having no appropriate local staff will refer these applications to the area.)

Final approval or rejection is the responsibility of the agency superintendent or his representative designated for this purpose. An approved application will be referred to the boarding school officials who will,

in turn, notify the parent or guardian of the acceptance, sending a copy of the notification to the agency. The application will be kept at the boarding school for information and annual re-evaluation (elementary children). In case of rejection, it is the responsibility of the superintendent to notify the parents or guardian and to retain the application in the agency files.

When inter-agency admissions are made to a reservation boarding school, the procedures of admission to a boarding school off the reservation are followed:

b. Off-Reservation Boarding Schools: Formal application signed by the person having responsibility of the child will be prepared in duplicate and submitted to the agency superintendent or his representative.

Referral of the application for review as to completeness and initial evaluation will be made to agency education personnel. If the need for attendance is solely educational [Criteria (1), (2) and (3) under 62 BIAM 2.3D2a, education will recommend approval or disapproval. If the need for attendance is for social reasons, the application will then be forwarded to Social Services for evaluating and recommendation. (Agencies which do not have appropriate local staff will refer these applications to the area,)

Applications recommended for approval are signed by the agency superintendent and forwarded to the area office. Applications rejected at the agency level are retained at the agency and the superintendent is responsible for notifying the parent or guardian.

Review and approval of the application will be made at the area level by personnel with Social Services review whenever appropriate. The approved application form, together with the applicant's school record, health record, and, in social cases where indicated, the case summary, is forwarded to the school. One copy of the application will be retained at the area or agency level.

The school will notify the parent and the agency of the acceptance of the child and indicate the reporting date. When space is not available, the school will promptly notify the parent and the agency and will return the application and other forms through the area office so that other plans can be made. When two areas are involved, correspondence and approval are channeled through both area offices.

4. Cooperative Relationships--Social Services and Education. Social Services personnel shall assist the school in securing any necessary social services for the child who is in need of them while he is

enrolled in school, and shall provide consultation with school staff for every child referred who is enrolled in the school.

If it is determined that the child should attend public school, Social Services personnel shall assist Education personnel in resolving problems connected with the rejection of the boarding school application and subsequent public school enrollment of the child.

In the case of a child eligible for an aid to dependent children grant, who is enrolled in boarding school, Social Services personnel will work with the county welfare department to see that, through case work services, proper provision is made for the child's clothing and incidentals from his grant and that the parent makes it available for him.

Social Services personnel shall be responsible for consultation with school staff in regard to all children from other agency jurisdictions and will share information about each child's home situation with the school in order that their understanding of the child will be increased.

Education will refer the following to Social Services:

--All new or renewed applications for enrollment in boarding school of children being admitted under Social Criteria (62 BIAM 2.3D2b).

--All children accepted for enrollment in boarding school who evidence some need for social services which cannot be met by the school through its normal program.

As directed by the Agency Superintendent or Area Director responsible for the school, the annual review and re-evaluation of elementary school children shall be made cooperatively by personnel from Education and Social Services who have knowledge of the conditions under which the children were enrolled initially.

2.4 Tribal Schools. Funding for the support of tribally-operated schools is available under the provisions of 20 BIAM. A distinction is made between contracts which provide for services (food, maintenance, etc.) to a Bureau-operated or public school, and contracts for the complete management and operation of a school outside of the public schools system of the State and, therefore, constituting a private school. The objectives which the contract, private school can meet are: (1) to permit the development of programs for Indian students which might not be possible within the context of the local public school, and (2) to enable the tribal group to gain experience in the management and decision-making requirements of school operation. Disadvantages of the contract private school include: (1) dependence on specific Federal funding and the inability to take advantage of all State and Federal resources, and

(2) withdrawal from the political processes affecting education within the States and counties. A tribal school is considered to be a Federal school for purposes of eligibility to receive funds from the US Office of Education under Public Law 93-380.

2.5 Public Schools. By virtue of their citizenship established by the Act of June 2, 1924, (43 Stat. 253) and the constitutional placement of the educational responsibility at the State level, Indian children and adults are entitled to admission to the public schools of the State within which they reside on the same basis as any other resident citizen. When public schools meet the challenge, they not only provide the opportunity for the Indian student to learn English and other skills which are useful in the non-Indian society, but they allow the members of all cultural groups to develop a concern for the dignity and rights of one another, a positive self-image and an ability to function successfully in the pluralistic society of the United States. Therefore, wherever public school opportunities may be made available within reasonable transporting distance of Indian homes, every effort shall be made to insure that the programs are suited to the needs of the Indian people and to encourage the enrollment of students in these schools.

Federal financial aid may be furnished when necessary in accordance with applicable statutes and regulations, including the provisions of Chapter 3 of this Part. Furthermore, whenever adequate arrangements can be worked out with local and/or State authorities to achieve the educational objectives of the Bureau and to safeguard the rights of Indian people, existing Federal school facilities (including lands, structures and equipment) may be transferred to public school administration. Whether the transfer of facilities is involved or not, the transfer of responsibility for the education of Indian students to public schools should be accomplished wherever such a transfer of responsibility can be accomplished to the mutual benefit of the Indian people, the State, and the Bureau.

2.6 Sectarian Schools. Boarding and day schools for Indian pupils are maintained by several religious denominations. Whether an Indian child attends a Federal, public, or a mission school is a matter to be determined by his parents; however, no form of Federal tuition may be paid for the education of Indian children in sectarian boarding or day schools. In instances where foster home care is justifiable, Federal payments for subsistence only of children in sectarian schools may be made. Payments consisting of a reimbursement of cost for transportation services, noon lunch, textbooks and supplies may be made on behalf of Indian children enrolled in sectarian day schools where there are no available public or Federal day schools in which these children could be enrolled.

2.7 Assumption of Federal Responsibility.

A. General. Whenever students are currently enrolled in, or eligible for, educational programs operated outside of the Federal system, it is the policy of the Bureau to support the continuation of these relationships. Although this policy recognizes the need for the Bureau to maintain an unimpaired effort on behalf of its existing service population before assuming additional responsibilities, the educational welfare of all Indian students is of prime importance. In most cases, the responsibility of the Bureau to students and their parents outside the present service population is to perform the role of advocate. This involves working with the Indian people, the private and public schools, and State Departments of Education so that the non-Federal educational programs will more adequately serve the students involved. Technical and financial assistance may be made available to assist in a process of identifying the underlying problems, assessing program needs, and working out solutions within the framework of the present school situation, where possible.

If a solution is not developed, the Bureau can consider operation, contracting, and construction needs for the school. In addition, the Commissioner may meet emergency situations by providing temporary assistance, as needed, to maintain a normal educational environment for seriously affected children.

B. Search for Alternative School Programs. After intensive efforts toward resolution have been made by the tribe, the public school officials and the BIA, there may still remain serious deficiencies in the ability of the local public school program to meet the educational needs of the Indian students. In such cases it shall be the policy of the BIA to assist in the development of alternative schools or school programs operated within the framework of the public school system. Such programs should be designed to supplement and support the regular school program to the fullest extent possible, rather than to isolate the student and impose barriers to his potential return to the regular programs at this and higher levels.

C. Removal of Students from Public School Responsibility. Unusual circumstances may, nevertheless, be present which would support the removal of students from a public school. When supported by a parental referendum and a full Tribal council resolution, the Bureau will consider the assumption of responsibility for the education of students attending public schools when one or more of the following criteria are met:

1. School Availability Criterion. No public or Federal schools exist within 25 miles one way or one hour's bus ride, whichever is less, or less than 1-1/2 miles walking distance (one mile for elementary) from the student's home to a bus route.

2. Health and Safety Hazard Criterion. Physical or geographical conditions are present which constitute a hazard or endanger the health and safety of students and no plans can be made to ameliorate such conditions.

D. Support for Tribal Contracting of Former Parochial or Private Schools. Some students are enrolled in parochial or private schools through parental choice. When they choose to enroll in a Bureau school, these students are subject to the usual Bureau school enrollment criteria.

When tribal groups are considering taking responsibility, through contracting with the Bureau, for the operation of a school which was formerly parochial or private, the number and home locations of the students will be determined as a basis for evaluating need and priority. The following criteria will apply:

1. School Availability Criterion. Based on current Bureau enrollment policies, there are neither public nor Bureau schools (day or boarding) available to the students most recently enrolled in the private school. (Availability determined as in 2.7C1 above.)

2. Educational Need Criterion. Mutual agreement cannot be reached between the Indian people served and the available public or Bureau schools that suitable programs will be provided to the children in need.

3. Facility Availability Criterion. The former parochial or private school contains suitable educational facilities to accommodate the planned program. Tribal requests for supplemental construction of private and parochical schools which they are proposing to take over will be evaluated on the basis of D1 and 2 above.

APPENDIX F

SCHOOL CONSTRUCTION PRIORITIES

	SCORE	PROJECTS	PLAN	DESIGN	CONST.
1	1	Mekoryuk			xxxx
2	1	Jemez			xxxx
3	1	Alakanuk			xxxx
4	1	Kindergartens Bureau Wide			xxxx
5	500.98A	Kayenta		xxxx	
6	500.53A	Low Mountain			
7	500.45A	Albuquerque Indian School	xxxx	xxxx	
8	480.39A	Red Rock		xxxx	
9	416.23A	Lower Brule - Phase II-Design Phase I -Const.		xxxx	xxxx
10	400.55A	Chitimacha			xxxx
11	400.49A	Little Wound			xxxx
12	400.48A	Hopi High School			
13	400.47A	Turtle Mountain			xxxx
14	400.46A	Moencopi			
15	400.43A	Shaktooli		xxxx	
16	400.40A	Ft. Totten			
17	400.39A	Allen			xxxx
18	400.39A	Santa Clara		xxxx	
19	400.38A	San Simon-Phase II			xxxx
20	400.38A	Cibecue		xxxx	
21	400.36A	Supi			xxxx
22	400.35A	Kalskag		xxxx	
23	400.33A	Beaver	xxxx	xxxx	
24	400.31A	Northern Cheyenne - Phase I-Const. Phase II-Design		xxxx	xxxx
25	400.30A	Akiak			xxxx

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	SCORE	PROJECTS	PLAN	DESIGN	CONST.
	400.24A	Napaskiak	xxxx	xxxx	
	360.45A	Seneca			xxxx
	350.30A	Ahfachkee			xxxx
	340.26A	Eek	xxxx	xxxx	
	325.24A	Tuntutuliak	xxxx	xxxx	
13	300.65A	Wingate Elementary			
	300.22A	Quinhagak	xxxx	xxxx	
	300.21A	Polacco			xxxx
12	288.69A	Tuba City			
	208.44A	San Juan		xxxx	
	127.07A	Mt. Villiage	xxxx	xxxx	
	500.43B	Theodore Roosevelt			xxxx
12	475.49B	Chemawa			xxxx
12	400.35B	Chilocco			xxxx
12	400.31B	Riverside			xxxx
12	400.23B	Pine Ridge			xxxx
	400.18B	John F. Kennedy	xxxx	xxxx	
	350.41B	Ft. Sill		xxxx	
	350.31B	Concho	xxxx		
	300.31B	Standing Rock	xxxx		
	250.20B	Gila Crossing	xxxx		
	234.10B	Jones Academy	xxxx		
	200.28B	Tucker	xxxx		
	200.24B	Ft. Totten-Phase II	xxxx		
	155.26B	Sequoyah	xxxx		

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	SCORE	PROJECTS	PLAN	DESIGN	CONST.
51	100.34B	Choctaw Central H. S.	xxxx		
52	100.53B	Phoenix Indian School	xxxx		
53	100.18B	Roque Chitto	xxxx		
54	100.15B	Busby	xxxx		
55	95.11B	I.A.I.A.	xxxx		
56	68.08B	Eufaula	xxxx		
57	50.26B	Conehatta	xxxx		
58	30.10B	Stewart	xxxx		
59	29.06B	Red Water			

[1] Emergency & Completion of facility.

[2] Planning & Design have not progressed to the point where Construction funds can be requested in F.Y. 1977.

[3] Delayed due to Area determination.

[4] Navajo-Hoip disputed Area.

APPENDIX G

TRIBAL RESOLUTION, PAUMA LAND OF MISSION INDIANS

Pauma Band of Mission Indians
P.O. Box 101
Pala, California 92059
Samuel J. Powvall, Tribal Chairman

Patricia R. Celli, Project Director
2800 Cottage Way, Sacramento, California 95825

75- 7

RESOLUTION

SUBJECT: Tribal support of the new proposed Career Development Program by the Sacramento Area Office, Bureau of Indian Affairs Education Department.

At a general meeting duly called and noticed on July 13, 1975, which was conducted for the purpose of transacting such business as might be brought before a quorum of tribal members in general assembly and after careful consideration did agree to support in total, the Sacramento Area Office Career Development Plan as proposed by the Sacramento Area Branch of Education, and

WHEREAS: The Pauma Band of Mission Indians has discussed with the Bureau of Indian Affairs representatives, other tribal leaders who have had occasion to review this plan, and

WHEREAS: The Band sent representatives to these meetings where the plan was presented to the tribal leaders and discussed by those present, and

WHEREAS: The Pauma Band of Mission Indians realising the importance of this plan being implemented and administered by the Branch of Education, and

WHEREAS: The Band wishes to make its decision known to the Commissioner and the Deputy Commissioner both of the Bureau of Indian Affairs, the Director of Higher Education, Central Office, Washington, D.C., the Area Director, Sacramento Area Office and the Superintendent, Southern California Agency, and

WHEREAS: The Pauma Band also wishes their decision to be acknowledged by those named above and to be supported by them as well.

THEREFORE BE IT RESOLVED: That the Pauma Band of Mission Indians let their decision of support of the new Career Development Program as proposed by the Sacramento Area Branch of Education be carefully considered by the Commissioner of the Bureau of Indian Affairs when time comes for him to decide whether or not to keep this program seperate from Tribal Resources and support the proposed program in total as well.

CERTIFICATION

I, the undersigned, do hereby certify that the above resolution was adopted for all to know, by the Pauma Band of Mission Indians by a unanimous vote of 11 "for", 0 "against" and 0 "abstaining" at a duly called meeting held this 13th day of July, 1975

ATTEST: Patricia A. Dixon

Patricia A. Dixon
Secretary/Treasurer
Pauma Band

Samuel J. Powvall
Tribal Chairman
Pauma Band